

Lesson Plans for Comm 131

Foundations of Public Speaking

Week 15.2's Agenda

Reminder About How to Upload a File to Google Drive

Questions About the Portfolio?

DATA! Surveys and Survey Analysis

Going to UCSB Next Year?

Farewell!

Your Overall Attitudes and Skills

- What were/are you afraid of in terms of public speaking? Why?
- What have you learned about yourself as a speaker?
- What new skills have you developed?

Analyzing Speeches #1-4

- Did learning about conventions and moves make speech-making easier?
- Which speech was most beneficial to you?
- What was your best work? Why?
- What speech did you have the most difficulty with, and why? How can you improve upon this—or something similar—in the future?

- What did you learn from your other classmates?
- How have you progressed throughout this class? What does your first work look like to your most recent work?
- If I were able to re-do any speech again, what would I do differently?
- Go through each speech and explain what you learned.
- Why did you think that specific moves/conventions you used in your speeches were a good idea? (For example, if you included a “Mission Statement” or a testimonial pitch/video.)

Thinking About the Course Content

- What course concepts meant the most to you? Why? How did they help you to understand?
- What was something you found particularly interesting about class? Why?
- Has your thinking evolved throughout this class? If so, how?
- Given everything we’ve covered so far this semester, what does “public speaking” mean to you now? What IS public speaking?

Looking Into the Future:

- What are some specific techniques that your classmates used which you can adopt/adapt to future public speaking situations?
 - What can you do to avoid from getting nervous? Are you more comfortable speaking in front of people?
 - What can you use from this class in the “real world”?
 - What future “speech genres” do you foresee participating in? (In school, in your career, etc.). How can you apply what we’ve done in our class to those different contexts?
-
- **Where have you used/applied SO FAR with our course knowledge/practice?**

- Are there any other moves people busted out that you'd like to adopt/adapt?
- Analyzing your Start, Stop, Continue reflections ~~> Speech #1 to Speech #4
- What questions are you still left with? Regards to public speaking performance, content??
- Similarities/differences between SPEAKING and ACTING. What other connections can you make between speaking and other activities?

Week 15.1's Agenda

How to Make a Podcast

Survey

Workshops on Portfolio Ideas

Week 14.2's Agenda

Feedback and Reflections

Speeches

Portfolio Chat

My Feedback to Your 4th Speech

- I'm going to email you my feedback by tonight -- please don't write your reflections until you get my feedback

Start, Stop, Continue Reflections for Speech #4

- I have 2 special requests:
 - 1. Acknowledge 3 of your classmates' and our groups' "moves" that stood out to you!
 - Include *why*!
 - Be specific!
 - Explain how you, personally, could adopt/adapt this in a future public speaking performance
 - 2. Address my feedback in some meaningful way

Quick Re-Reminders

- Clear up space on your phones!
- I suggest having at least 2 people record (from different angles too!)

Presentations:

- Group #2 = Team March
- Group #5 = Team Nestor
- Group #6 = Team Taka

Portfolio Chat:

- Let's continue our chat from last class (we'll continue this even further next Monday)
- Let's get some concrete possibilities up for what your portfolio could be, what it could include, and what it could look like
- I'm going to consider the specific parameters -- i.e., requirements -- this weekend and get back to you on Monday
 - So far, we've got:
 - An in-class "pitch" about what you learned (recorded and posted to your blog)
 - A ~"YouTube Vlog"
 - A podcast
- Let's spend the last ~10 minutes of class and brainstorm possible questions you could answer to guide your portfolio
- Post your answers to the new Google Doc that's at the top of our course blog
 - What did we learn from each speech that helped us with the next? How did they build? What skills snowballed?
 - Has this class given me the courage i need to speak in front of others?
 - What was 1 technique you learned from watching/listening to a classmate?
 - Rate yourself from 1-10 in terms of speaking/anxiety at the START of class and now!

- What did i learn in this class that could help others?
- How do you plan on using rhetoric in action--everyday encounters/communication exchanges?
- What'd you think of conventions and/or “moves”?
- What “speech genres” do you foresee yourself stepping into the future--be specific--and how can you adapt your communication the rhetorical needs?

Next Week:

● Monday

- I'll be leading you through how to work through some of the tech-y aspects
- Bring a ~rough draft of your portfolio ideas to class. I want us to work through an informal peer/reader review workshop

● Wednesday

- Our last class together!!!
- If you're going to do an in-class “pitch,” this is the time to do it!
- For others who are doing more tech-y projects, you'll have an extra week to submit your portfolios!

Week 14.1's Agenda

Speeches/Skits!

Quick Reminders

- Clear up space on your phones!
- I suggest having at least 2 people record (from different angles too!)

Presentations:

- Group #1 = Team Polly
- Group #2 = Team March
- Group #3 = Team LaQuay
- Group #4 = Team Castle
- Group #5 = Team Nestor
- Group #6 = Team Taka

Portfolios:

- What's your understanding/conceptualization of a "portfolio"? What's it DO? What's its function?
 - Collection of your work
 - Shows your skills, talents... what you've been working on
 - Also shows previous work--what you've worked on in the past. (ie, past haircuts if you're a hairdresser)
 - Class activities, journals.... Use anything possible that can help you reflect on what you've done
 - Opportunity to talk about yourself. Motivations. Passions. Can be job-related.
 - ToC Table of Contents... so the reader/viewer knows what's in it
 - Shows a progression of work and how/+WHY you've progressed over time
 - Keeps stuff organized and together -- instead of just tossing papers onto a paper... if it's organized, YOU'RE probably organized
 - Shows well-roundedness
 - Tangible. Has "staying power." it's an artifact\
 - Argument for your learning.

Potential portfolio projects

- 2-min elevator pitch about what you learned in the class...
post it to the blog... as a ~vlog ???
- Something on paper that we present to the class
- Pick a partner and do a dialogue... what'd you learn, what do you feel is your best work
- Make your own list of questions and then answer those...
answer them to a video or to the class
- 3 1/2 -min podcast?? Probably more?

Week 13.2's Agenda

Rubric

Presentation Practice

Rubric

- What are the components of a successful Speech #4?
- How can we modify our previous rubrics for Speech #4?

What should we keep? Add? Delete?\

- N Sync. Team synergy. Flows. Not just a series of individual 1-person presentations.
- Good hooks!
- Attention grabbers

- believability
- Having research to back up your points
- Get at the consensus-ness
- incorporating/integrating visual aids + multimedia
- Eye contact? (w/group and/or class)
- Providing a clear overview of your organization/structure
- Clearly defined/explained rhetorical situation
-

Presentations Practice/Walk-Throughs:

- 4:05 - 4:15 ~~> Group #1 = Team Polly
- 4:15 - 4:25 ~~> Group #2 = Team March
- 4:25 - 4:35 ~~> Group #3 = Team LaQuay
- 4:35 - 4:45 ~~> Group #4 = Team Castle
- 4:45 - 4:55 ~~> Group #5 = Team Nestor
- 4:55 - 5:05 ~~> Group #6 = Team Taka

Week 13.1's Agenda

What Wednesdays Class Will Look Like
Workshop Day!

Wednesday's Class:

- 3:55 - 4:05 ~~> Group #1 = Team Polly
- 4:05 - 4:15 ~~> Group #2 = Team March
- 4:15 - 4:25 ~~> Group #3 = Team LaQuay
- 4:25 - 4:35 ~~> Group #4 = Team Castle
- 4:35 - 4:45 ~~> Group #5 = Team Nestor
- 4:45 - 4:55 ~~> Group #6 = Team Taka

Today is... Wwwwwwwwwwwwwwwwwwwworkshop Day!

- 3:55 - 4:05 ~~> with your own group
- 4:05 - 5:05 ~~> with other groups
- 5:05 - 5:15 ~~> back with your own groups

With Your Group

- With your group: talk with each other about what you'd like to get out of today's group workshops. *What feedback do you wanna get? What questions can you ask people?* (Jot them down so you're prepared! And jot down people's feedback too, that way you don't forget it!)

With Other Groups!

- You're going to split into a mini-group of 2 -- that way, you can have 2 representatives from your group to remember the badass feedback you're going to give each other
- I reserved **3 rooms** in the COMM Lab: 1, 2, and 3.
- We've got 60 minutes to use.
 - Let's switch 4x, so you'll get 15 minutes per workshop.
- I think the only way we can organize this CLEARLY is if we have groups systematically moving.

Groups:

- Group 1: (In Class) Nestor, Maddie / (Lab) **Conner,,**
- Group 2: (In Class) March, Barela / (Lab) **McCool, Jimenez**
- Group 3: (In Class) Polly, Ryan / (Lab) Strassner, Mr D
- Group 4: (In Class) Jake, Taka / (Lab) Canyon, Ignatius
- Group 5: (In Class) Linda, Ling / (Lab) LaQuay, Perez,
- Group 6: (In Class) Daisy, Ben / (Lab) Trinidad, Castle

Please stay on time!

Time	Groups (Lab Rooms)
4:05 - 4:20	1+2 (Lab 1), 3+4 (Lab 2), 5+6 (Lab 3)

4:20 - 4:35	1+3 (Lab 1), 2+5 (Lab 2), 4+6 (Lab 3)
4:35 - 4:50	1+4 (Lab 1), 2+6 (Lab 2), 3+5 (Lab 3)
4:50 - 5:05	1+5 (Lab 1), 2+4 (Lab 2), 3+6 (Lab 3)

Back With Your Own Group!

- Chat with each other about the feedback that you got today!
- Form a gameplan for Wednesday's class! *What do you still need to do? Who's doing what? What questions are you going to ask us as a class?* (Remember: you need to ask 3!)

Week 12.2's Agenda

Journal

Expectations for Next Week

Today

Journal

- Think about what you've currently got in place for Speech #4.
 - *What's working?*

- *What still needs work?* BE SPECIFIC. :)

- **Our thoughts:**

- Working
 - Getting together, physically/spiritually present
 - Breaking up the presentation into chunks--people know their roles
 - Sharing materials on Google Docs
- Not Working
 - No concrete language/"moves" within the speech
 - structurally/organizationally
 -
 -

Expectations for Next Week

- **Monday**

- Post a thorough **outline** of the individual parts/sections of your speech to your blog (yes, *each* group member!)
 - Start off your outline with a clear overview of the rhetorical situation/players
 - Who is each team member? What ROLE(s) are you playing?
 - What is each person trying to accomplish?
- We're going to be doing a rotating peer/reader review workshop with other groups. Bring **3 significant questions** that you'd like feedback on.

- Finish the **background research** that you want to integrate into your presentation!

● Wednesday

- Each group will get 10 total minutes in front of the class
 - ~5 minutes to practice/work through your speech
 - Note: Visual aids need to be ~80% complete (PowerPoint/Prezi/YouTube clips)
 - ~5 minutes to get feedback from the class
 - Have 3 questions prepared to ask the class!

Today

- Today's a *do what's best for you* day. (That said, I want you maximizing your time together with your group members.)
- Feel free to...
 - collect data
 - use the computers in the Comm Lab (if you do, please keep your voices down)
 - get crackin on your visual aids (PowerPoint, Prezi, or maybe even a YouTube clip)
 - get down the in's and out's of your outline!
- I'll be here if you need/want me!

Week 12.1's Agenda

Journal in 2 Parts (Group/Class Discussion)

Research

Wednesday's Class

Journal, Part 1

Building Off Our Prior Speeches/Projects

- How does/could Speech #4 build off of what we've already been working on in our previous speeches?
 - “Moves” we'd use that are common to the industry/job
 - Persuasive element ... convincing to do/think something
 - The whole “consensus” ... market gap/ “problem space” (what is underused... what hasn't been invented)
 - Research
 - Establish credibility... why should others listen?
 - Rhetorical situation.... Understanding how communication depends on who is participating in the exchange

- Speech #1 *Elevator Speech/Rhetorical Situation:*
 - Is communication being situated within specific people/roles?

- Is there a persuasive element to it?
- Speech #2 Genres/Conventions Speech:
 - Have you considered effective communicative “moves”?
 - What genre(s) are you using/referencing/creating in this?
 - Are you making effective use of visual aids and presentation software/websites?
- Speech #3 Radical Speech:
 - Does it address the “so what, who cares?” Question?
 - Is research meaningfully integrated into the project?

Journal, Part 2:

Thinking Through Your Group's Project

(solo, then group, then class)

1. What's the "rhetorical situation" that your group is addressing for Speech #4? Who are the players involved? What roles

are you and your team members taking on? What message(s) is being sent?

2. What are each person's goals/ what are they trying to accomplish? What are their communicative needs?
3. Why is this entire rhetorical situation -- shaped by individual actor's specific and particular needs -- *important*? What's the "*so what, who cares?*" of the project that you're creating?

For instance:

Q1:

- 2 educational software entrepreneurs are trying to get a local high school to purchase a computer program that they recently created
- a high school Chemistry teacher, a principal, and two educational software representatives

Q2

- the ed software reps are trying to get their product sold.
- the Chem teacher needs to determine if the product meets his/her curricular objectives

- the principal needs to find out if the Chem teacher thinks it's a good product and if they can get a discount/long-term reduced cost.

Q3

- This is important because...

Journal #3, Research in Speech #4:

Q1: What's the range of research that a group *could* bring into their speech???

Q2: What research could your group, specifically, bring into your speech??

Time Breakdown for Speech #4:

- ~1 minute “setting the scene”
 - (who is who, what’s on the line)

- ~10-15-minute skit
- ~3-4-minute breakdown
 - of what you did, why you did it, what you had to think through, “moves” you made, conventions you considered

Wednesday:

- How do you want to use Wednesday's class? What do you wanna get done? What sorts of activities would be helpful? How do you want to spend our time together??

Week 11.1's Agenda

Journal

The Winners

Shark Tank-as-Genre

Forming Groups

No Class on Wednesday

No Class on Wednesday!

- I'll be attending a conference in Houston, so I can't make it to class!

Journal

- To orient us to Speech #4, I want us to think about local SB-area companies.

The Winners

- Before I announce the winners, I made a couple of adjustments.
 - I didn't vote.
 - I only counted the votes of people who attended both days of speeches. (That's only fair!)
 - There was a clear runaway winner, but I noticed there was only a 1-point differential between the 2nd and 3rd place speeches....
- All that said: *the winners are...*
 - Jake Saenz
 - Canyon Gutierrez... and Ryan Fochtman
- I asked Cameron Sublett (the director of this contest) if we could submit 3 speakers/speeches and he said yes! :)
- Congrats to you 3, and everybody else too. Great jobs, all around! (You're all improving -- no bullshit!)

Your Speech #4 Assignment

1. (I'm leaving the parameters of this pretty open-ended: I want you -- and your group members -- to dig into what you find cool! I want it to be informative and persuasive and local.)
2. Construct your own rhetorical situation and make a "pitch" to/about a local SB company/organization.
3. You can create your own roles/identities or you can be yourselves.
4. To create a successful pitch, you'll need to conduct background research on your local SB company/organization.
5. It's also important that you adequately address the "So what? Who cares?" questions so that your pitch is significant. In other words, your speech needs to be compelling and have real-world significance.
6. Speeches will need to be 15-20 minutes long with a crisp multimedia presentation (Prezi/PPT)

7. Some possible examples:

- a. Pitching (as a group of investors) to the *SB City Zoning/ Real Estate Council* about opening up a rollerskating rink downtown (and how/why it'd be good for the SB's tourism!)
- b. Pitching (as either concertgoers or concert promoters) to the *SB Bowl* about how/why they should permit

concerts to go on past 10 o'clock... or about booking specific bands

- c. Pitching (as product developers/advertisers) to *Telegraph Brewery* about how/why they should sponsor (your) Company X at the upcoming Event Y.

Santa Barbara Organizations/Companies

- Let's start thinking about what kinds of local organizations/companies that our around here. Brainstorm up to 10 SB organizations/companies that come to mind.
 - The Habit
 - Soemthing Fishy
 - Shellfish Company
 - Drishiti
 - Porsche
 - Patagonia
 - 805 Brewery
 - Pure Order
 - McConnell's Ice Cream
 - SB Vapor
 - Longboards Grill/Beachouse
 - Moby Dick
 - UCSB, SBCC, Antioch

- Orph... Foundation
- Berry Manic...
- Hydroponics
- Hayward Lumber
- Good Land Organics
- SB Farmer's Market
- Carpinteria Seal R...
- TriCounty's Produce
- REI
- Sonos (speaker)
- Bark Back
- St. Francis Vet
- White Pet Hospital
- Lemu's Pet Store
- Quad
- Cottage Hospital
- The Bay Club
- Fed Cred Uniuon
- EOS (club)
- Barbarian's, blitz, giovannis, taffy's, rusty's
- Shall... Meat

People's Professional Roles Within These Santa Barbara Organizations/Companies

- Now let's start thinking about who works in these places -- what are some different types of *professional jobs* out there?

What do people do in these different organizations?

- Salesman: clothes, alcohol, cars, fish/meat
- Media Specialist (advertising/commercials)
- Public Relations
- Human Resources
- Accountants
- Financial Advisor
- Vape Technician
- Supe/Managers
- College Counselor
- Chef
- Product Assembly
- Garbage Truck Personnel
- Brewmaster
- Journalists
- Product Reviewers
- Secret Shoppers
- Entrepreneur
- Barber
- Beautician
- Sanitation Engineer
- Architects
- Inspectors
- Local Gov't Zoning Boards

- Investors
- Construction Workers
- Plumbers
- Teachers
- Interns
- Tutors
- Securities
- Administration
- Parking Enforcement
- Police
- Lawyer
- Bail bond clerks
- Translators
- EMT/Medical
- Lifeguard

Sharktank (the TV Show) Clips

- I think that a Sharktank-type pitch gives us a strong basis for what you could do for this 4th speech
- Let's watch some videos and pinpoint the *conventions* of this unique “speech genre” to see what makes a successful pitch
 - The cost of product (the raw materials/ingredients, production/labor costs... transportation... advertising)
 - The \$\$\$ goal “we’re seeking..”
 - Why it’s useful
 - “Market gap” ... what’s still needed?

- Visual aids (PPT, product itself)
- The slow/delayed reveal
- Financial history of the company
 - When they started
 - Why they started
 - The “story”
- Starting out with an intro
- Smiles, happy to be there
- Demonstrating their expertise... building their cred
- Dressed nicely or company uniform
- Posed rhetorical questions... they get people thinking

Forming Groups

- How do you want to form groups?
- Bestie groups?
 - Taka, Jake, Canyon, Ignatius
 - Trinidad, Daisy, Jesus, Castle, **Ben**
 - Polly, Owen, Mr D, Ryan
 - LaQuay, Linda, Perez, Ling
 - March, McCool, Barela, Jimenez
 - **Conner, Makena, Maddie, Nestor,**
- Like-minded interest groups:
 - Restaurant

- Advertising
- Breweries
- Concerts
- Tech companies
- Educational organizations
- Social justice/non profit organizations
- Health/Wellness companies

Speech #4

1. Create a rhetorical situation (actual people with goals/needs, a time/place/setting)
2. What kind(s) of “speech genres”/conventions are they engaging in? What kind of actual “talk” happens within this rhetorical situation?
3. Conduct some kind of research and weave it into your group presentation/skit

For Next Monday

- I'd like you to bounce some ideas off of your group members between now and next Monday's class -- either meet in person, email each other, or send out a group-text message
- Please come prepared next Monday to fine-tune your ideas and work out the kinks!

Week 9.2's Agenda

Journal

Tips

Peer Workshops + 1-on-1 Conferences

Next Class

Journal

- Q1. Jot down **2 or 3 questions** you have about your Speech #3 draft/outline (i.e., what you'd like feedback on).
 - If the topic is radical enough...
 - Am i coming off as persuasive/convincing or just kinda pessimistic?
 - What tone of voice works best for my argument/speech?
 - What visuals could help/enhance my specific speech?
 - Is my consensus viable/believable?
 -
 -

- Q2. Take a look at our tentative **rubric** for Speech #3 -- what should be added/deleted?
- When do we need to cite things in life?
 - Other people's WORDS/language
 - Other people's IDEAS

Tips

- On “memorizing” your speeches... it's much more efficient to spend your time **understanding** your material, the nuances of your points, and how the material fits together (for transitions) -- this is what will help you “remember” what's in your speech!
- On anxiety... practice, practice, practice!
- On the persuasiveness of your speech... make sure that the radical idea that you're presenting actually has a *practical, realistic solution!*

Firm 5-minute Cut-Off

- Folks, during your speeches, I'm going to cut you off at the 5-minute mark-- 5:15, tops. We've gotta keep the train rolling, so once your time's up, your time's up!

Peer Workshops + 1-on-1 Conferences

- Let's form groups! 3 or 4 in a group?
- Think back to your peer workshops for Speech #1 and #2. *What worked? What didn't?* Design the workshops how you think they should be designed! :)
 - Also, remember: if/when people offer you some solid advice, *take notes* on what they're saying so you don't forget it!
 - Also, x2: the best feedback you can give someone are questions because they force the writer/speaker to think through their ideas!
- In about 15 minutes, I'm going to make my way to each group and hang out for 5-8 minutes. This will be your chance to chat with me -- I can chat with the group altogether or, if you want, 1-on-1's cool too!

For Next Week

- Speeches, speeches, speeches, and then....
- Sprrrrrrrring Break!

Week 9.1's Agenda

Radical Topics

Journal

Rough Drafts/Outlines

Next Class

Radical Topics

- On this piece of paper, jot down **2 possible “radical” speech ideas** you’re thinking about doing for this presentation. To make matters easier (and clearer), just fill in the blanks.

- For Speech #2, the radical idea that I’ll be presenting on is _____. I’m going to persuade the audience that/of _____.

- an American dictatorship.

- Democracy is not the type of government that America needs.

(I’m going to type up your responses so we can talk about them. While I do that, I’d like you to rock out today’s journal question!)

Journal

- Your Speech #3 outline/brainstorm/ draft is due on Wed.

Let's talk about that:

- Q1. What makes a *good* outline/brainstorm/draft?
What are its, dare I say, *conventions*? (Be specific!)
- Q2. Why would one be ineffective?

One question I want us to have in mind is: so what? Why is this important? How can we raise the stakes? (polygamy example)

Radical-Themed Speech Ideas

- Require pre-K schooling for all kids in US.
 - No schooling for kids.
 - Start at 3 years old, instead of 5
 - No “kinny gartin”
 - No public schools → sorry, parents, you’re on the hook from pre-school to college
- Affirmative action - helps establish charter schools in area of lower economic status.

- “Minority-only schools”
- Harvard: you can’t get in unless you’re a minority...
- Plessy vs. Ferguson ... Brown v Board of Education
- Mandatory race quotas... not just in school but in other aspects of society
- Rewriting the Constitution. It’s outdated and should be updated to meet new needs...
 - Get rid of the Constitution
 - Attacking the “freedoms” (1st amendment)... Right to bear arms...
 -
- World should be put together by all countries and run by 1 person. The world should be unified under 1 gov’t/commander
 - Reminds us of John Lennon
 - Riffing off of anarchy

- And the leader isn't someone who is/was chosen. Kings/Queens....
- Abolishing all religion... except 1?
- The price of healthy food. Persuade that it should be cheaper than junk food
 - All food should be free
 - Tax on junk food
 - Rich can only afford the healthy food... the poor are left eating the junk food
 - Banish junkfood
 - People are rationed food...
 - Junkfood was very expensive... poor people would be forced to buy healthy food
- Students shouldn't have to pay for college
 - Colleges should pay students to go school
 - College for only 1 race or gender
 - Needing to be 28+ to attend

- No public schools.. All colleges should be private
- Separate classrooms for boys/girls (taking away diversity... right to be around others)

- **Legalizing prostitution.**

- Hookers should get minimum wage
- There should be a school (free!) that teaches women/anybody to hook
- Free medical care for hookers
- 1st woman born should have to be a hooker.. So she can support her family... taxes....

- And then give her over to the ruling class/ public officials

- **Polygamy -- one man can have multiple wives.**

- What about a woman having multiple husbands?
- You can't get remarried or divorced.

- There should be full polyamorous relationships
- Child#/ X# of kids limit
- No age “floor” to marriage
- Graffiti → should be legal and allowed on any wall
 - There shouldn’t be any graffiti at all....
And if they catch you, no more hands!
 - Scarlet letter graffiti-tattoo on your head
 - Graffiti artists should be paid by the gov’t
b/c an endowment in the arts
 - No age limit on buy spray cans..
 -
- 5-second rule. There’s a 0-second rule
 - As soon as food is dropped, it’s gone
 - No refrigeration in society... kill it, eat it...

- No hairnets in restaurants or washing your hands.... Public sanitation
- Infinite second rule
- No storing food... plastic wise
- Women asking their man's hand in marriage
 - Women order men to marry them
 - You can't marry someone who is a citizen of another country
 - You can't marry someone who is a citizen of a different race
 - You can't marry someone who is a citizen of another religion...
 - You can only marry someone with a 5-year age range. (I'm 25, I can marry someone who is between 20 and 30)
 - A gov't Match.com... they pick who they think your best pairing would be
 - (or schools...)

- Arranged marriages...
- Marriages should be outlawed altogether
- Public executions. Should be held in public.
 - Criminals should be displayed in public...
guillotine-holder's thing.. Gallow's pole!
 - Iron mask... torture...
 - The "Lottery" story... getting stoned to death...
 - Victim's family has the final say/action
- Nationalism → is wrong
 - Not allowed to be written or spoken (free speech)
 - No flags
 -

- Diminish the use of “technological grid dependency”
 - Eradicate it
 - no computers. No snapchat.
 - All communication is computer-mediated

- Physical punishment for kids
 - Solitary confinement
 - Kids get to punish their parents
 - Kids manage their parents’ money

- Eliminate currency system (back to barter)
 - Chips in our hand to pay for everything
 - Go back to the gold system
 - Paying with good looks...

- No more president.
 - A council makes the decision...
 - Paint the White House black... or other colors...

- String theory.... We live in a multidimensional universe rather than the reality we perceive
 - If it's true.... Is it radical”?
 - The world is still flat

- veganism Industrialized farming should be illegal
 - Ban eating meat
 - So is wheat included???

- Drugs should be decriminalized... end the war on drugs
 - All drugs illegal -- even ones that are accepted now (including Rx)
 - Every person should be required to try all of them...

- American schools should teach Spanish alongisde English
 - High school graduation reqs
 - Mandatory ethnic studies course
 - English should be language taught
 - Esperanto

- Humanure (shitting in the backyard>?!?!)...
Scooping instead of flushing
 - Fine for not doing it.
 - Eliminating toilets
 - You gotta dig your own hole

- Abolish all indoor plumbing...
- Aliens exist!
 - Aliens are on the planet already
 - Mandatory ET class in high school
- Human cloning.. Genetic modifications
- Lying is necessary!
 - Lying should be illegal!
- Criminals should not go to jail
 - Criminals go straight to college./.. b/c they're the ones who MOST NEED to be educated
 - Mandatory work.
- Nuclear bomb. Having nuclear power is not for protection
 -
- The death penalty. Murder should be the death penalty

- Eye for an eye?
- Marriage with renewable contracts
 - fined...
- Allow infant euthanasia
 - You have to kill your kid if they have some kind of serious disease/illness
- Self-euthanasia
 - Dr kevorkian
 - You have to kill yourself if you have the disease/illness
- Animal cruelty is essential to the betterment of the human race
 -
- Switching to alternative energy is not as easy as everyone thinks
- Sweat shops should be legal
- No sales tax
-

-
-

Peer Review Next Class

- How do you want to use our class time together next class?
What would be most helpful to you?
- What questions can we use/answer to guide our feedback in peer workshop?

Week 8.2's Agenda

Journal

Cameron's Pitch for Speech #3

"Proving" Consensus

"Moves"

Journal

- Speech #3 will require you to persuade your audience of a radical idea--of making us think/believe in your radical

proposal. Think back to our conversation last class about “radical” people/ideas, and then brainstorm 3-5 radical ideas that you *could* base Speech #3 on. (Don’t re-use what we already brainstormed together!)

- North Korea is superior.
- No drinking age.
- Euthanasia should be legal.
- Criminals should not go to jail.
- Shouldn’t have elections.
- Criminals should get the death penalty.
- Aliens are real.
- There should be no sales tax.
- Humans need animal cruelty for the advancement of the human race.
- Students shouldn’t pay for college.
- Public TV/tech should not be accessible to children under age X.
- Shitting in your backyard should be legal. (Humanure)
- LEgalize industrialized hemp.
- There should be more clean-needle programs.
- All drugs should be legal.
- Donald Trump would be a good president.
- Healthy food should be more expensive (taxed?) than junkfood.
- The world should all be 1 country, run by 1 person.

- Legalize prostitution.
- Corporal punishment to kids should be enforced/encouraged.
- Airport security shouldn't confiscate items.
- Nationalism is wrong.
- America is no longer #1
- Remove "God"/religion from the pledge.
- Bars should stay open til 6 am.
-
-

“Proving” Consensus


- For your audience to believe that X is, in fact, a radical idea, you'll need to convince how/why it runs counter to popular opinion. In other words, in order for something *to be radical*, it needs to go *against the status quo*.
- How can we prove what the “status quo” is? How could we convince someone that there's a general consensus about an issue?
- What info could we gather? What sources could we search?
 - newspaper articles about protests

- the comments section on a news article (people's stances on the problem)
- laws and regulations! (federal, state, county, town)
- polls and surveys (Gallup, Pew, CBS)
- national and int'l organizations, non-profits, think tanks (.orgs, .gov)
- a place to get ideas: YouTube
- voters' voice/ party positions
- trending topics
- scholarly, peer-reviewed academic journals (introductions/lit reviews)
-
-

Group Activity

- I want each group to pick 1 radical idea. Before you research how to persuade us to think/believe it, you'll need to first make a case that there's a wide consensus in society on the issue (which the radical idea is opposing).
- Do that research together! Convince us that there's a consensus!

Moves



Week 8.1's Agenda

Finish speeches

Journal

Radicalism

Journal, Part 1

- What's "radical" mean to you?
- Come up with some examples of what's "radical" in real life and why--tell me what, specifically, makes that person/thing "radical!"

- radical ideas are thorough (thought through)... so there's a plan
- break normal conventions/status quo
- bring about change (what kind? good or bad. revolutionary, progressive, regressive...)
- extreme, intense....
- challenges the way(s) we see, think, or do something
- controversial → usually 2 or more parties at opposite ends of the spectrum. TENSION.
- usually rigid: all or nothing. inflexible. A or B. Can't have both!

- Lady Godiva?
- American Revolution: the people who led it were rebels--rebeled against the gov't (John Hancock, Paul Revere, G Washington, Thomas Jefferson, John Hancock, Benedict Arnold)
- surfers say "duuuuuuude, radical..."
- Rosa Parks (questioned societal norms...and acted upon them)
- MLK Jr
- Isis (radicalizing the Middle East... imposing their own ideas/philosophies... with force)
- Mahatma Ghandi... non-violence... get the British Empire out of India
- Cesar Chavez

- economics, race, religion, politics, education, war, prejudices, generational thinking, sex, gender, power, health
- exaggeration/hyperbole...
- prohibition
- IV rape culture
- historical context
- Timothy Leary
- turning “what is professional/leadership” on its head
- acting without a lack of scientific evidence/reasoning

Journal, Part 2

- How could we systematically (step by step) determine how/if/whether something is “radical”? What’s the criteria for something being “radical”?
 - determining when conventions have been broken
 - determining where a consensus in society does NOT exist....
 - what are some examples of appropriate/”normal” behaviors/traditions in society?
 - *murder is wrong.*
 - how can we think of any instances in which murder is right?
 - when you’re protecting yourself or your family
 - trespassing

- war
- abortion
- assisted suicide
- euthanasia

■ *infidelity is wrong.*

- open relationships
- polyamorous relationships
- revenge
- polygamy
- (is infidelity only when you're married?)

■ public nudity is wrong

- when might it be OK?
- nudist colony/beaches
- lil kids
- breast feeding
- Nat Geo
- poverty
- fabric allergies
- protests

■ genocide is wrong

- mass murder of a certain people
(race/religion/ethnicity)
 - overtake/protect territory
 - disease

- fear
- brainwash
- kill or be killed
-
-

■ being homeless is wrong

- nat'l disaster (forces outside yourself)
- evicted (landlord? gov't?)
- temporary displacement
-
-

■ abuse of the elderly is wrong

- it's OK if....
 - the elderly was/were hurting you
 - on accident?
 - if they steal/stole for you
 - if they owe you \$
 - (when is it justified?)
 - getting \$? to do something good/better with...
 - consent was granted ahead of time (but is that abuse?)

■ adult responsibilities permitting military duty but not non-violent behavior (you can go to war, but you can't smoke/drink/drive)

- prego women shouldn't smoke cigarettes and drink
 - when would this be OK?
 - wine for your <3
 - smoking marijuana? that change things?
 - if you have an opiate addiction, weaning yourself off so you dont ultimately shock your/your babies' system
 -
 -
 -
-

- another question for you: what is “consensus”?
 - 51%? 70% 80%

Week 8.2's Agenda

A couple of quick reminders:

1. Your “Start, Stop, Continue” self-reflection is due by the start of our next class on Monday. (I'll read through them on that following Tuesday and have your total grade (25% ready for Wednesday's class.)

- a. I have one extra request for this reflection: identify 2 “moves” that your classmates made in their Speech #2 on *Speech Genres*--what did they do/say that you’d like to **start** doing? (You might want to take some notes while you’re watching/listening to speeches today.)
2. We’ll be starting “Speech Unit #3” on Monday. The theme for the unit is: ***Radical***.

Identify 3 “moves” you heard/saw from your classmates today that you dug. What was the move? Describe it! And explain why you thought it was effective!

- counting off points on your hand that are reflected on through the slides/voices
- explain of the conventions before the example SO THE AUDIENCE can be the lookout for them
- real-life anecdotes/examples
- great energy, good movements
- having fun! positive ineffectiousness
- Conner’s folder smackdown! The sound caught our attention!
- LaQuay’s “here are all the pieces i’ll be laying down” slides
- acting out the moves/conventions (Taka’s fist!)

- The tone was representative of the speech genre being presented (i.e., Daisy's "rah rah shish boom bah" college tour tone)

Week 7.2's Agenda

Journal

Co-Constructed Rubric for Speech #2

Peer/Reader Review Workshops

Prezi

Next Class

First Off: Let's Talk About Our Course Readings

- I've caught wind that **some of you feel lost** about what we're doing. That's OK -- studying/learning genre can be a very "heady" concept, and that's why we spend time practicing how to analyze/deconstruct them in class.

- However, what's **not OK** is if you're lost **AND** you haven't done any of the readings. Folks, *hello!* The readings are there to supplement what we're learning about. Dirk's *Navigating Genres* helps us get at "genre" and Bunn's *How to Read Like a Writer* helps us get at "moves." If you're confused about *genre* and/or *moves* and you haven't read either of these two articles... well... you've got no one to blame except yourself. (#Truth.)

Journal

- What do you like so far about your Speech #2? What's "working"? Why?
 - interest in material helped :)
 - Genre Analysis worksheet
 - Barstool → sports + pop culture... **examples**
- What are you still struggling with? Why?
 - how to elongate it...
 - more detail
 - talk about more examples\
 - similarities
 - different
 - pace yourself
 - specificity

Remember the Prompt for Speech #2

- Pick a speech genre and then make a case about why it's a (specific) speech genre.
- What are its conventions? What are some of the speaker's "moves"?
- Are they effective? In effective? Why or why not?
- What "rhetorical situation" does this speech genre take place? (Think: audience, purpose, tone, etc.)
- What's the value of learning/studying *speech genre* as a concept?

Let's think about how/why Donald Trump is and isn't a genre.

- **Statement:** *Donald Trump is a speech genre.* → **FALSE!** NO!
- **Statement:** *Donald Trump participates in various speech genres.*
→ **True!** *Some of them include: GOP debate, CNN/MSNBC host vs. candidate/guest debate, stump speeches, commercials, business interview,*

Co-Constructed Rubric for Speech #2

- Let's hash out the major areas for this Speech #2. What should be the components of this rubric? What criteria should I evaluate you on? (Be specific)
 - the use (and the quality) of “conventions” and “moves”
 - demonstrated research... examples! (stats/facts)
 - transitions/ “connecting the parts”
 - fluctuation of the voice... not monotone....
 - visual component (PPT/Prezi)
 - creativity...
 - laying out the background/overview.... help us know what you're talking about
 - discovery of conventions.... hypotheses confirmed/supported or not?
 - total length. 5 +/- 20 seconds.
 -
 -
- -

Peer/Reader Review Workshops

- In groups of 3, I'd like you to (1) work through your ideas, (2) practice your speeches (or parts of them), and (2) offer specific feedback to each other.

Prezi

- For the last 15 minutes, let's practice Prezi. I'll give you a quick 5-minute demo!

Next Class

- Next week is our Speech #2! Be prepared to go on Monday.
:)

Week 7.1's Agenda

Journal

Brainstorming Speech Genres and their Conventions

Writing Process (Your Process, Other Ideas, a Blogger's)

Powerpoint and Prezi

Connecting the Parts article

Next Class

Journal

- What speech genre are you going to do for Speech #2, and why? What conventions (of the genre) do you plan on analyzing? What “moves” (of the speaker) do you plan on analyzing? (PS: If you haven’t settled on one now, please spend your time focusing in on 1 you might do!)
 - sales pitch. the move → high kick. smiling, confidence. giving info and statistics. prices of what you’re selling. acknowledge the opposition. persuasive element that your product is better.
 - real estate agent use for a housing sales pitch. info and statistics. house \$\$\$. crime rate statistics. info about the schools. the anticipated fix-up costs (plumbing, electricity.) expected market rates.
 - pump-up speech. (pre-game, half-time, post-game.)
 - talking loudly. aggression -- throwing, kicking. gesticulating. call-and-response. sometimes there’s a prayer involved. scoring/points. strengths’n’struggles.
 - interrogation. detective questioning a suspect.

SPECIFIC!!!!

The Writing Process

- First off: what's the “writing process”?
- What's **your** writing process?
- Check out these quick videos about how to get started on your work with the method that works the best **for you**.

Blogger's Animated Process

- Check out this awesome video -- it might help you plan this upcoming speech and, really, all future written work in your other courses
 - What genre is/was that? What were its conventions?
 - Youtube Tutorial about Writing.
 - cartoony sketches.
 - step-by-step “how to”
 - time lapse
 - emphasized key points
 - voice over
 - started out with giving background about the topic
 - provided ~research.... “research shows...”

- real-life examples
- Did the Mike Bunn “move” where he puts himself into the piece

The Writing Process and Your Drafts (Due Wed)

- A draft of Speech #2 is due by next class. What’s a successful draft look like? If a **“speech draft” was its own genre (I’d argue that it is!), what are its conventions?**
 - showing that research was done --- trying to get background knowledge
 - explaining why you chose that genre -- a personal connection
 - list of key points (3 - 5?)
 - beginning, middle, end
 - have some direction but be flexible... “working” thesis statement
 - pictures
 - be as specific as possible!
 - conventions
 - moves
 - “hook”/interesting opener
 - jargon/ genre-specific language
 - defining or describing “buzzwords”/vocab... genre, convention, rhetorical situation, exigence....

- think about how it's gonna end!
- Special/mandatory request: apply the “Connecting the Parts” reading to your rough draft.. Highlight the transitions so that I can tell you're thinking about”connectingthe parts.”

Powerpoint and Prezi

- I mentioned last class that you can use Powerpoint or Prezi (or something else), and that you can use up to 1 minute of multimedia (i.e., a YouTube video clip) in your 5-minute presentations.
- Check out this handout I put together on “How to Make a Prezi.” Let's look at a sample of what Prezi looks/feels like. Then, let's talk about the affordances/constraints of Prezi vs. Powerpoint as genres.
- Lab practice?

Revisiting the Readings

- ,...

Speech #2

- Pick a speech genre and then make a case about why it's a (specific) speech genre.

- What are its conventions? What are some of the speaker's "moves"?
- Are they effective? In effective? Why or why not?
- What's the value of learning/studying *speech genre* as a concept?

Week 6.2's Agenda

Journal

"Moves"

"How to Read Like a Writer" (Bunn article)

Brainstorming Speech Genres and their Conventions

Next Class

Journal

· think of a "move" that someone has. (you don't have to know this person in real life -- it can be someone from the movies/sports/etc.) describe it. be specific!

- rey mysterio... through the rope dropkick thing
- MJ's walkwalk
- kung lao... cuts people in half with his hat
- karate match competitors and their pre-bout bow
- adrian gonzalez... pre-play prep...
- chunk's truffle shuffle.... \
- cam newtown's dab

· what makes this thing they do a "move"?

- introduction to the move... everyone knows it's coming...

- same every time.. gets a lot of attention
- specific to that character/persom
- using their body in a way to get a message... elicit a reaction/response
- you KNOW it's happening... (unnatural behavior)
- every time X happens, Y happens (the move)

Go Online and Find Examples of How “Move” is Used

- In groups of 2 or 3, run a Google search of **“move” + ... anything!**
- Find examples of how “move” is being used. Copy/paste it directly into the left-hand (yellow) column, then describe how “move” is being used in the right-hand (blue) column.
- Post your answers in our “In-Class Activities” Google Doc.

Looking Into Uses for the Term “Moves”

Sentence/Phrase In Which “Move” Is Being Used.	Try to Describe What “Move” Means Here and/or How It’s Functioning
Example: Chip Kelly's offseason moves get low marks -- for now	For starters: my main man Chip Kelly is the head football coach of the Philadelphia Eagles. This is an ESPN headline, and they’re using the term “moves” to describe some of the trades, free agent signings, cuts/firings, and other team-related decisions that Chip made during the summer, before the season started.
(post your responses to the “In-Clas Activities” Google Doc!)	

The Rock's *People's Elbow* as a "Move"

- what patterns do you see in this video?
- what makes THE MOVE... the *move*?
- What makes The People's Elbow the... *The People's Elbow*?
- jot down your answers individually, then share them with your group members...
 - the progression....
 - the opponent has been brought to the ground...
 - The Rock starts looking around, ~cocky
 - his eyes glisten with destruction
 - Get the crowd pumped up
 - forcefully swings the opponent's arm with his right foot
 - takes off his RIGHT elbow pad and throws into the crowd
 - the Conductor arm-cross bit
 - jumps over the guy, showboats
 - right before he reaches the guy... stops, kicks out his right foot\
 - whips out his right arm... then it comes crashing down on the guy's heart
 -
 -
 -

So What's a "Move"?

- an act with an intended purpose
- distinguishable pattern of behavior which can show that one will/might arrive at a predicted outcome
- does not need to be the BOOM moment.
- reconfiguring time/space

Why We're Talking About "Moves"

- quick story about Surfer AJ and moves
- ok, so we're going to be analyzing speakers' moves and the genre's moves for speech #2.
- remember what this course is all about: we're detecting/thinking about patterns...
- I want to show you some famous people's "moves"—although these aren't *textual* moves, they can help us start thinking about what (successful) writers do.

Folks, remember: why are we doing this?

- Speech #2 requires you to explain the in's and out's of a particular speech genre. I want you to be able to spot the conventions of the genre AND the moves of the particular speakers!
- This is all about finding connections between reading and writing and listening and speaking.
- When you read others' writing "like a writer" and you're able to spot their "moves," you're able to adopt/adapt some of these "moves" for your writing.
- When you listen to others' "like a writer" and you're able to spot their "moves," you're able to adopt/adapt some of these "moves" for your own speaking. :)

"How to Read Like a Writer" (Bunn article)

- o 1. What does Mike Bunn mean by *reading like a writer*?
- o 2. What kinds of choices ("moves!") did Mike Bunn make, himself, in writing this piece?

Mike Bunn's Moves!

"Name" of the Move	What the Moves Means/Does/Is
Opening "I've Been In Your Shoes" Hook	So the reader can relate to him. Gets more to buy-in

Let's revisit the list of speech genres that we brainstormed last week. What else can we add to it?

- Feel free to even *build off of existing ones* to make them more specific (ie, a national news cast is different than a local news cast).
- State of the Union Address (by the president); Elevator Pitch? (is it too private?); Commercials; News cast; Flight attendant pre-flight pitch; sermon; classroom lecture; courtroom testimonial; community hall/ local "board" pitch for \$/resources; wedding toast; best man speech; the vows; eulogy; debate; interviews; waiter's greeting; salespitch; SNL skit; podcasts
- graduation speech (high school, college, grad)
- commencement address
- (concerts. book on tape. book reading.)
- radio talk show. Mike&Mike. Rush Limbaugh.
- roast (Comedy Central Roast of...)
- post-championship sports hurrriah
- motivational speeches

- pre-job interview “yo, i’m interested” introduction
- rap battle
- confession (religious, court, of love)
- romantic-y moves. the pick-up line/encounter
- homework excuse
- non-performance excuses (no hw, late/no-show for work)
- courtroom plea (getting out of ticketS)
-
-

OK, now let’s go to YouTube and look at examples of 1 of these together.

- The BEST MAN SPEECH as a speech genre
- What are the conventions?
 - humor (touching, personal....)
 - toast --- holds up champagne flute
 - how they first met
 - how the woman affected their friendship
 - how it helped the buddy grow
 - usually ends with warm wishes
- What moves does the speaker(s) make?

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [track #8](#)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Week 5.2's Agenda

Journal

Textual Genres and their Conventions

Speech Genres and their Conventions

Next Class

Journal

- Q1. Think back to what we covered on genre + conventions last class. Try to define genre and conventions in your own words.
 - mechanism for classifying, grouping, categorizing
 - conventions -- characteristics that CAN classify genres (but don't have to)

- has to do with similar ideas... content plays a part in it. the “what” that it’s about.
 - conventions... might help to think about “stereotypes”
 - genres are typified responses to recurring rhetorical situations that seek a similar response
 - genres are social acts in the world
 - genres have *affordances* and *constraints*.
- Q2. Try to come up with 5 textual genres that you’re familiar with. As always, be as specific as you can. After you’ve come up with 5, focus in on 1 or 2 textual genres and identify as many conventions as you can.
 - **postcard.** 3x5 (size). picture on the front. no envelope. greeting/closing (“salutations”). tone = happy + sweet.
 - **biographical book.** picture of the subject (ie, President Washington) on the cover. personal facts --- specific dates, names of important people/pets. major events. chronological sequence.
 - **pamphlet.** informative. brief. bullets. colorful. 3 sided. contact info.
 - **shopping list.** drinks. food. toiletries.
 -
- Q3. Creative/critical thinking question for you: take a look at these “nesting dolls” and think about the *Letter of*

Recommendation Request that we analyzed last class. Try to describe how that genre might “fit in” with other genres. In other words, put the *Letter of Recommendation Requests* we looked at inside/outside other genres. Can you do it?

-
-
-

Public Speaking

- Q1: I want us to brainstorm some speech genres that we’re familiar with, but before we do, I’d like us to answer the question: what’s public speaking? What isn’t? Tell me in your own words.
 - 1 person speaking at a time
 - to deliver a message?
 - communication of ideas in a public (not private) setting.
American flag -as- symbol...
 - there’s an aspect of *getting/achieving something from the speaking performance*
 - presenting an idea to an audience (small or large)
 - setting doesn’t matter
 - when does public speaking become public speaking?

- there's an issue of familiarity...
- private speaking vs. public speaking
-
-



Speech Genres

- Brainstorm some speech genres that you're familiar with, then tell me some of the conventions for each genre that you come up with.
 - State of the Union Address (by the president)
 - Elevator Pitch? (is it too private?)
 - Commercials
 - News cast
 - Flight attendant pre-flight pitch
 - sermon
 - classroom lecture
 - courtroom testimonial
 - community hall/ local "board" pitch for \$/resources
 - wedding toast
 - best man speech
 - the vows
 - eulogy
 - debate
 - interviews

- waiter's greeting
- salespitch
- concert
- SNL skit
- podcasts
-

Speaking genres require some kind of *PERFORMANCE*.

Ted Talks: Practicing Together

- conventions
 - time is ~20 min.
 - informative
 - wide of range of topics
 - outlines.... visual (pPt)
 - issues + problem + solution
 - credible speaker ... speakers establishes their credibility
 - casual tone in speaking
 - dressed (usually) ~professional
 - humanizing the issues... relating the issue back to a person/people
 - starts with clapping
- Even more CONVENTIONS that we pinpointed after watching 2 clips...

- confidence
- intro music (branding, credibility)
- opening hook
- hand gestures....
- #s / lists/points
- calm tone but it's not monotone
- visual aids
 - famous people
 - relatable people
 - charts/
 - quotes
 -
- spotlight on the individual
- wordly issue in which you can make a change
- TALK to you as a common person (jargony)
- rhetorical questions?
- devote the same amount of time per point
- epic quotes
- statistics
-
-

For Next Class

-
-

Week 5.1's Agenda

Journal

Recap of Speech #1

Country Music

Horror Movies

Letter of Recommendation Request

Genre and Conventions

Next Class

Quick Recap of Speech #1

- Quick chat!

Journal

- For our “Speech #2 Unit” we’re going to be focusing on a super-important idea called *genre* (and *conventions*).

- To get us to where we're connecting with it, I'd like you to tell me *what makes a country music song... a country music song? What are the parts, the ingredients, the characteristics, the patterns?*

Back to Country Music

- Let's record our predictions.
 -
 -
 -
 -
 -
 -
 -
- I'm going to play some songs for ~2 minutes each (feel free to sing along).
- As they're playing, think about the music and the lyrics. Jot down any additional thoughts along the way.
- When they're all done, try to consider the questions: what binds these songs together? what about them makes them fall into the "X music" category?
- *Your Cheating Heart*
- *Coal Miner's Daughter*

- *Whiskey River*
- *I Am a Man of Constant Sorrow*

Genre: COUNTRY MUSIC

conventions	Cheatin <3 (Y/~ /N)	Coal Miner's	Whiskey River	Constant Sorrow
trucks	n	n	n	n
acoustic guitar	y	y	y	y
banjo	n	n	n	n
confed flag	n	n	n	n
twangy vocals	y	y	y	y
twangy guitar	y	y	y	~
y'all	n	~	n	n

story -- beginning, middle, end	~	y	~	y
fiddle (bow) aka a country violin	n	n	n	n
freedom	n	~	~	~
relatability	y	y	y	y
dog	n	?	n	n
drinking	n	n	y	n
living in a rural setting. farm-y, grassland.	n	y	n	y
falling in romantic love <i>*not the same as family love</i>	~	n	n	n
dealing with loss	y	n	y	y
leather	n	n	n	n

boots				
-------	--	--	--	--

More practice with genre and conventions

- the *horror movie* genre (15)
- I want us to have the word “conventions” down pat
- “Conventions” is a word that describes what’s “normal’ or “typically accepted”
- Think: patterns
- Think: “loose rules” that can be, and are, broken
- Conventions go hand-in-hand with genre
- Genre = the sum of a piece’s conventions + intended audience + purpose + evidence used +style/tone
- If you were at a horror movie theater, how would you know you were watching a horror movie?

- So... what are the conventions of a horror movie genre?
What makes a horror movie *a horror movie*?

CONVENTIONS	<i>Shining</i> Y ~ N	<i>Psycho</i>	<i>It</i>	<i>Para</i>
high-pitched weird violin that builds/crescendos	y	y	n	
middle o' nowhere, desolate location (ie, woods... mt...)	y	y	~	
basement	n	n	n	
harsh lighting contrasts (real bright, real dark)	~	y	~/y	
screaming characters	n	y	y	
death-by-stabbing	y	y	n	
creepy children	y	n	n	
demons, ghosts (paranormal activity)	~y	n	???	
bad acting	n	~	~	

overly dramatic	~	y	y	
girl trips and falls	n	n	n	
blood	y	y	n	
we, the audience, know these muthaz are gonna die	~	y	y	

Letter of Recommendation Request

(20 min)

- Let's do some brainstorming together first.
- On your own, write down the conventions of a "Letter of Recommendation **Request**" (yes, this is its own genre!)

Putting Sample *Letter of Recommendation Requests* to the Genre Test!

	Hayley	Hanna	Joana
typed	y	y	y
used effective spacing/paragraphs	y	y	y
polite etiquette... please,	y	y	y
thank you	y	n	n
reason for the rec	y	y	y
providing your qualifications for the rec	y	n	n
for a teacher... performance (grade-wise) in class....	n	n	n
for a teacher... how their class connects to their purpose (internship/job/program)?	n	n	n

person you're asking has leverage/power in the field you're trying enter	~	~	~
typos and bad grammar (McCool's suggestion)			
date they need it be			
sincerity...			
kiss ass-y tone			
reminder that it's OK to say no... choice/opt-out clause			
casual tone vs uber-professional			

- What kinds of questions can we ask ourselves to think more deeply about this piece as a specific genre?
 - what are the patterns?
 - what's the purpose?
 - who's the audience?
 - how are the different "letters"/pieces similar and different?

- o what are the “surface-level” features?
 - this question is a part of your WP1 assignment. what do you think it means? write down your ideas, then let’s talk about it.
- z introduce the “genre analysis – guiding questions document” (it’s in the reader)
 - o is there anything else in this handout that stands out? that can help you/us make better (or deeper) sense of genres and conventions?

Week 3.2's Agenda

“Absent on Speech Day” Folks

Finish Elevator Pitches

Sample Post-Speech Reflective Analysis (“Start, Stop, Continue”)

Brainstorming Questions for It

Questions?

Next Class

“Absent on Speech Day” Folks

- OK, here's what the syllabus says...
 -
- Here's my official policy here on out...
 - you're not there on Day 1 during your scheduled time, you can earn half credit, TOPS. 10%, 5%. 20%, 10%.
 - follow-up: you do this twice, you're gone.

Sample Post-Speech Reflective Analysis

("Start, Stop, Continue")

- What do we like in this person's post-speech self-reflective analysis? Why? Be specific.
 - thought/brain process-y (what was happening in their head while they were speaking?)
 - what they did well... positive self-reinforcement
 - comparison to PBS newscast... referencing outside/real world connections/assoviations
 - relatability
 -
 -
 -
 -
- What don't we like so much? Why?
 -
 -
 -

Brainstorming Questions for It

- *What questions can we ask ourselves for our post-speech reflections?
What questions can we base our reflections on?*
- *What would make a great post-speech reflection? What are the components/ingredients for a successful self-reflection for this particular assignment?*

Questions?

Next Class

- Reading due:
 -
 -
- Writing due:
 -
 -
 -

Week 2.2's Agenda

Journal

Brainstorming Questions for Peer/Reader Review Workshop

Peer/Reader Review Workshop

Logistics for Speech #1 (Notecards, Etc.)

Questions?

Next Class

Journal

- What do you like about your Elevator Pitch draft? What aren't you super-happy about? Why? Be specific (always!).
- I am stuck in an elevator with _____ in _____ and my goal is to _____.

Scoping Out Some Videos (~10 min)

- Let's take a look at a couple of videos. While you're watching, take some notes on aspects that you like and dislike. What seem to be the parts of an effective pitch?

- (We'll use your answers here to guide our upcoming Peer/Reader Review workshop.)

Brainstorming Questions for Giving Feedback in Our Peer/Reader Review Workshops

- Q1. OK, so before we get into small peer/reader review groups, let's brainstorm some questions that can guide our feedback. What should we be thinking about when we read people's Elevator Pitches?
- Q2. What makes feedback good? What kind of feedback do you want to get here? What do you want people pointing out?

Peer/Reader Review Workshop (~30 min)

- In groups of 3, I'd like you to share your rough drafts and give each other feedback in both written form AND through a casual conversation.
- Here are steps I'd like you to follow.
 - 1, Each person should provide rhetorical context for their pitch: *I'm stuck in an elevator with _____(person) in _____ (location) and I'd like to convince them that/of ____.*

- 2, Each person should perform your elevator pitch (even if it's incomplete).
 - 3, Each person should spend 5-7 minutes *reading and responding to* each other's rough drafts.
 - 4, Talk with each other about your thoughts! Take at least 5 minutes to do this!
-
- The written component will help your group members remember what you wanted to share, and the spoken feedback will help you to chat about your ideas in greater depth.
 - I reserved all 4 rooms in the COMM Lab, so let's make use of them. Aces, 2s, 3s, and 4s -- use those rooms! The rest of you can use our classroom and/or go outside, nearby.

Logistics for Speech #1 (Notecards, Etc.)

(Final 5 minutes of class.)

- OK, so here's what I've decided about:
 - Notecards: 2 cards. Key words/phrases.
 - Time: 2:30. Less than 2 = no dice.
 - The Pre-Pitch Intro:

Questions?

- What questions do you have?

Next Class

- Post your pre-speech rough draft (what you were supposed to have for today) onto your blog by tonight for full credit. ;)
- The official rubric that I'll be using for your Elevator Pitch is available on Google Docs.
- I'll assign you specific time slots the weekend. You'll find out when you're presenting next week. You need to be prepared to go on Monday. :)
- Make sure you have data/space left on your cell phone, laptop, or other audio-visual recording device.

Week 2.1's Agenda

Freewriting on 1st and 2nd Order Thinking

Journal

Rhetorical Situation

Elevator Pitch

Next Class

Freewriting on 1st and 2nd Order Thinking

- Let's recap what you read for today (Peter Elbow's piece on two kinds of thinking).
- What's *1st order thinking*? *2nd*?
- Describe them in your own words, then tell me if/when you use these in your own life.

- 1st-Order Thinking
 - gut feeling, 1st hunch
 - spontaneous
 - off the cuff
 - creative
 - responding to a stimulus
 - pre-analyzed thought
 - brainstorming
 - free-flowing.... stream-of-consciousness

- unfiltered
- 2nd-Order Thinking
 - more controlled
 - structured
 - critical
 - directed, focused
 - informed... backed up...
 - logical
- Real-World Connections
 - 1st : spontaneous convos. you and your bestie get into a heated argument.
 - 2nd: but an argumentative paper for school would probably be more towards 2nd. (you could 1st to get it started)

*** Your journals/freewrites are 1st order thinking. FOR YOU.
We're *writing to learn* and make connections with the material! :)

Journal

- Q1. What issues are you passionate about? Gun control?
Bringing Wrestlemania to the SB Bowl? WHY?
 - climate change

- ocean discovery/issues
 - \$\$ allocation
 - food production (meat, dairy) veganism?
 - poor life prep for school
- Q2. What person would you most like to talk to in the world? WHY?
 - Pope Francis. (he's revolutionary)
 - Elon Musk (electric vehicles AND PayPal founder)
 - Steven Colbert
 - Donald Trump
 - Brendan O'Neil (some Youtuber)
 - Pres Obama (adolescent/youth issues)
 - Coolio
 - Dave Chappelle

Rhetorical Situation

- I want/need YOU to CREATE THE RHETORICAL SITUATION for your elevator pitches
- For your upcoming elevator pitches, I'd like you to create a specific rhetorical situation for your speech. Let's talk about what this means.
 - Rhetoric
 - Rhetorical Triangle

- Writer/Speaker
- Reader/Listener
- Context
- Medium

What's the point of doing this? The “where” of your rhetorical situation impacts what you would likely say in your elevator pitch.

You're stuck with someone in a **bank**--here's what the first few lines of the elevator pitch might sound like:

- you'd talk about a small business loan....
- less likely you'd “shoot the breeze” with someone about why they're are

You're stuck with someone in a **hospital**--here's what the first few lines of the elevator pitch might sound like:

- more of a sympathetic tone. AWWWWWWWWeSOME
- might be easier to establish connection with someone... vulnerability

How were they (bank vs hospital) different?

-

Elevator Pitch

- So what is an “elevator pitch”? What’s its function? What’s it *do*? What are its “ingredients”?
- What makes an elevator pitch... *an elevator pitch*?
- Jot down your thoughts!

- **Our thoughts:**
 - introduce yourself... giving them your credentials (why you’re worth listening to... what your connection IS)
 - present them with a confident, not-wavering idea (why? comes back to convincing them...)
 - quick
 - quick impression on somebody
 - show your passion for this topic..
 - interesting!
 - rhetorical appeals (emotion=pathos, logics=facts/statistic, ethos=cred)
 - gestures
 - bring in a counter-argument/rebuttal.... and then squash it...
 - a “hook” (attention grabber)
 - end with a PLAN OF ACTION

1 Way to Think Through This Elevator Pitch

- *I’m stuck in an elevator with _____, and my goal is to convince them of/ that _____.*

Next Class

- Please post a rough draft of your elevator pitch to your blog. We'll be workshopping them in class in peer/reader review.
- We'll also co-create the rubric for your speeches.
- Remember, during Week 3 we're going to be presenting our elevator pitches.